DOCUMENT RESUME

ED 288 564 JC 870 236

TITLE	Inside English: Journal of the English Council of California Two-Year Colleges; Fall 1974, and Winter 1975.
INSTITUTION	English Council of the California Two-Year Colleges.
PUB DATE	75
NOTE	18p.; This journal is printed in oversize form (11.5 x 14.5). All pages have been photographically reduced by ERIC to standard size (8.5 x 11) before microfiching. For the complete archival compilation of volumes 1-13 of "Inside English," see ED 272 238.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	Inside English; v1 n1-2 Fall-Win 1974-1975
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*College English; College Faculty; Community Colleges; *Educational Testing; *English Curriculum; *English Instruction; Equivalency Tests; Mexican American Literature; *Teacher Student Relationship; Two Year Colleges

ABSTRACT

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on major instructional, curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). The fall 1974 and winter 1975 issues include the following feature articles: (1) "The Students' Right to Their Own Language," which offers pro and con arguments regarding students' rights to their own patterns and varieties of language and teachers' responsibilities to teach them standardized English; (2) a historical overview of the beginnings and objectives of ECCTYC by Don Snepp; (3) "Freshman Equivalency," which reports on results of the spring 1974 administration of the College Level Examination Program test; (4) "Chicano Literature for English Classes," by Ron Arias, which provides an overview of Chicano fiction available in English; and (5) "Filming a Poem: 'Dover Beach,'" by Patricia McGinn, which describes a class project to create a filmed interpretation of Matthew Arnold's "Dover Beach." (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ENGLISH COUNCIL OF CALIFORNIA
ECCTYC
TWO-YEAR COLLEGES

inside english

Journal of the English Council of California Two-Year Colleges

ED288564

FALL 1974
AND
WINTER 1975

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. Bilson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

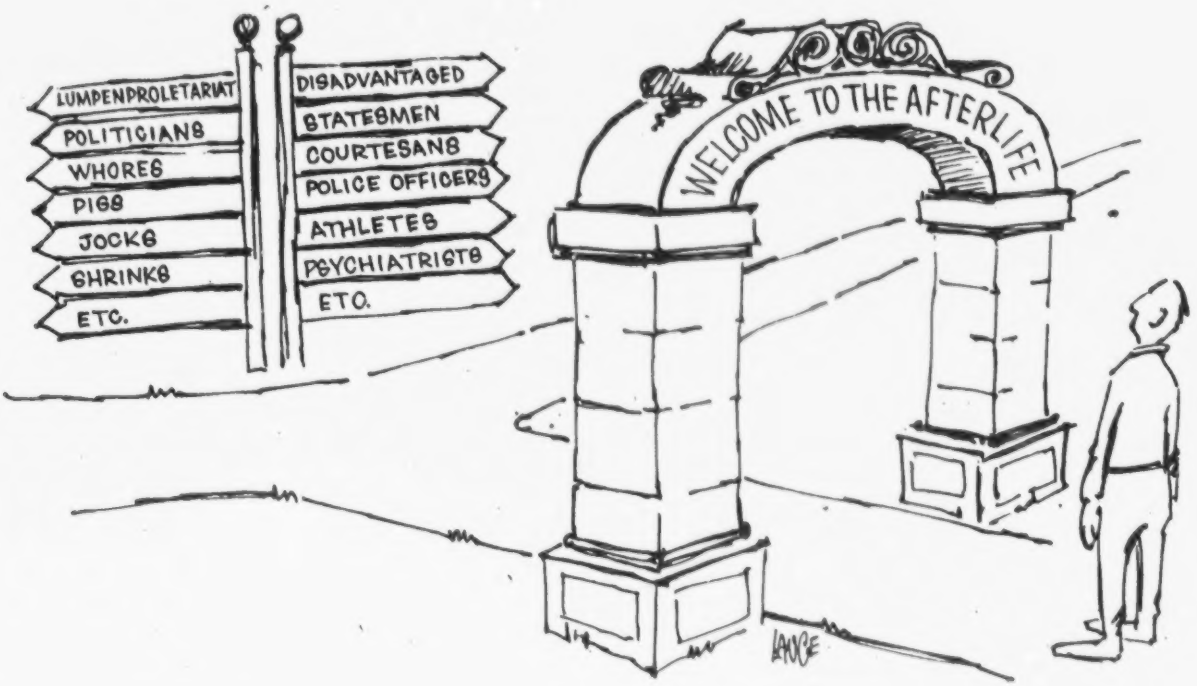
JC 870 236

BEST COPY AVAILABLE

Fall, 1974

i.e. inside english

The Journal of The English Council of the California Two-Year Colleges



• **The Students' Right To Their Own Language**
Page 2

• **Reports From The English Councils**
Page 5

• **The Cafeteria Curriculum**
Page 7

The Students' Right To Their Own Language

We affirm the student's right to their own patterns and varieties of language - the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its heritage of dialects and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.

Yes

■ George Orwell and Robert Frost said long ago that the student had "a right to his own language." Deeply interested in the teaching of English, both writers criticized passionately any modern tendencies leading to the standardization of style.

After resisting the attempts of his own teachers to edit his style, Frost fought the same battle again and again with the teachers of his children. When his daughter Lesley encountered the "precisians" on the faculty at Wellesley, Frost attacked them: "...I thought we had revised our teaching in English to give the spirit its chance from the very first day in school and every step along the way, not counting on it to wait to all."

Though Frost never completed college, after his poetry made him well known he was sought after by many college faculties. As a teacher of composition, Frost advocated that we "incite literature." He believed most composition courses destroyed the very thing an education should foster: "School days are the creative days and college and even high school undergraduates must be about making something before the evil days come when they will have to admit to themselves their minds are more critical than creative."

In numerous essays and finally in his telling fictions *Animal Farm* and 1984, George Orwell argued that a determined resistance to the destruction of individual style was civilization's way to save itself. Orwell and Frost rightly

The defense of the English language....has nothing to do...with the setting up of a "standard English"....nothing to do with correct grammar and syntax, which are of no importance so long as one makes one's meaning clear....or with having what is called a "good prose style".

George Orwell, "Politics and the English Language"

saw that a refusal to homogenize language was the first and most important step in bringing a halt to the homogenization of man which the future still threatens.

Just how close we are to that dread possibility can be seen in this vision of the coming years, as dreamt by Dr Simon Ramo, one of the founders of the prestigious think-tank *TRW*

> It is commonly accepted that one of the strongest conceivable levers for social advance would be one world language. The closer we all are, and the busier our communications, the less we can afford the Tower of Babel. Zealots have long tried to sell the world an acceptable universal language, but in the past, the economic and socials pressures were simply not strong enough to make the project succeed Computer technology, however, is generating new forces which just might be powerful enough to break down the traditional resistance.
>
> Consider the situation a few decades from now, when a tremendous volume of business information will flow across national boundraries, in great quantities and at high speed, largely from computer to computer - including financial data from banks and clearing houses; stock market transactions; material orders to keep production lines going; scheduling and shipping data of all kinds; control and decision information; sales and inventory data. Now, the technology and economics underlying the design of computer communications systems requires an efficient, logical language, one in which the facts are processed with the greatest clarity, in the minimum of time. Computers want a language with no multiple meanings and no confusion. Computers want a precise relationship between the message and its meaning - no poetry, no reading between the lines, just factual data and logical phrases to connect the data. So, for computers talking to computers, we can be sure there will grow up a simple, literal, logical language for common use around the world.
>
> It will not necessarily be easy for the many interested parties to reach a firm agreement about this. There are several types of computer languages in use even now. Others will be developed, and their respective merits will be argued. But these issues will be resolved by the technologists of all lands with much less deference to national pride, or other irrelevent considerations, than would be the case if we and the Russians and the French tried to choose among English, Russian, French, and Esperanto, or to throw together some combination of existing languages. When the engineers and the economists, who are relatively objective, have completed their task, it will force upon all nations a considerable degree of compliance. To this extent, the nations will be locked together in additional common interests.
>
> This in turn will have further effects. Computers communicate with man, as well as with each other, and man's language cannot be unaffected by this interaction. A machine in the Soviet Union will

CONT. ON PAGE 4

No

■ On an occasion when Gilbert Murray ventured a correction to her translation from the Greek, Jane Ellen Harrison wrote to him that she would not be corrected in this matter. "I knew this before you were born," she tells him, "but not being a pedant I object to the meretricious prestige that some people attach to the present infinitive." Alas! Those dear dead days of comfortable pedantry are lost beyond recall. Most of the English teachers I know would say good riddance and identify themselves with Miss Harrison. The author of "Students' Right to Their Own Language" obviously views us as being in the camp of--it would be too flattering to say he identified us with--Gilbert Murray. But be assured, good sir, we cherish no academic fondness for those elderly but otherwise delightful and dedicated schoolmarms who taught us that it was "bad" English to ever split an infinitive. We know now that they were not familiar with the patterns of relative clauses and that when they inveighed against the terminal preposition they didn't know what they were talking about. Most of us are at home and doing well in our own dialects and mighty proud of it, too. Some of us even dig another dialect or two. Nor are we ill at ease in the intricacies and subtleties of EAE.

If I seem to protest too much that we do not completely lack competence in the discipline which we profess, let me quickly temper that pride and add that humility in the same discipline is daily enforced by the rigors and challenges of the classroom. This if nothing else makes us aware that no one of us knows all he needs to in such disciplines as linguistics (psycho-socio-, et.al.), semasiology, semiology, lexicography, phonology, etc.--not to mention body language. But we read, we listen, and we do take courses.

Nor are we devoid of sensitivity to the human needs of our students in the classroom. We do not snicker and point fingers at their physical or intellectual shortcomings. Our sense of social justice would prohibit our ridiculing or shaming a student of a minority group because of his dialect--even if our outraged academic sensibilities made us want to; and our social conscience would forbid us even the inclination. We need no John Dewey *redivivus* bearing the banner of reconstructionism to tell us our social duties. Our own education was already the beneficiary of that wave of the future.

In short, I find the air of the essay under discussion to be patronizing at the least, if not actually derogatory.

Now, having cast my gall and somewhat relieved my accumulated tensions (accumulated during the reading of the essay), let me offer some surcease for those I may have excited. Although directed toward what I perceived as a patronizing air, my immoderate reaction also indicates, however obliquely, an area of agreement in content. I do indeed favor a liberal attitude toward language and a need for understanding its social implications, and I applaud the call for a humane concern for the student who finds himself by virtue of his dialect more distantly removed than others from the main stream of written English, whether it is called another dialect, standard English, or EAE. Its boundaries may be vague; it may have its eddies and backwaters, its narrows and white waters; tributary influences may alter its character. But it remains a main stream, and the printing press, as the essay notes, has made it so. It matters not what phonological or elocutionary divarications may occur in oral executions; the text retains--for our time at least--a common character that is an accepted (my idiolect makes a distinction between *acceptable* and *accepted*) means of communication to English speaking people everywhere. Let us call it EAE. It remains a stubborn and irreducible fact, regardless of the quibbles over the meaning, spellings, and arrangements of words that may attend in its train. And if one is to enjoy to any substantial degree the

If this is the language that society requires in its laws, letters, contracts, reports and a myriad of other written materials, then I think the teacher of English composition would mislead and do a disservice to a student if he failed to teach that language to one who says that he wants to make his way in that world.

benefits offered by our society--inequitable though the distribution may be--he must accommodate himself to that fact. I for one will not lead the student to expect that that society will trouble itself much to accommodate itself to him.

I am not speaking of any inherent or intrinsic superiority of EAE over any other dialect. Few today I think would be so snobbish. All dialects, of course, are adequate to the needs that produced them; but this is not to say that any one dialect (or language) is as good as another without regard to purpose, although in some areas, e.g., belletristics, any may function effectively. But society recognizes regional and dialectal literature as such and does not confuse it with EAE, the dialect it has accepted and considers necessary to carry on its affairs. If this is the language that society requires in its laws, letters, contracts, reports and a myriad of other written materials,

4 CONT. ON PAGE 8

Leota Parker

Freshmen Composition, 11 oclock

Loftus and Me

You asked me to write about the most important person in my life, so here goes. My most important person is my brother Loftus. I call him my baby ~~brother~~ brother because, even though he is nineteen, I have always look out for him. Loftus is important in my life because I am the only person he's got in the world, and Loftus is always in troubel. Me and Loftus has never had no father, and our Mother is worse then nothing. She sleeps around with any man that will keep her, and she always has. I could handle Loftus when he was little. When he was in the 4th grade he was kicked out from school for fighting. I went to the teacer that got Loftus kicked out and told her how it was with Loftus and me. About having no mother who worked regular and so on. I made Loftus promise to behave hisself and he did. He even made decent marks in school. His next big hassel came in Jr. high school because he got a girl pregnant who didnt know any better. Her daddy wanted to kill Loftus, and Loftus wanted to leave town for good. I went to see the girls daddy. I said he should be mad if Loftus had raped her or if Loftus was the first one to sleep with his daughter? Well Loftus wasn't, and the whole neighberhood knew it. So Loftus didn't leave town.

Now Loftus is into dope, and I cant help him. About 2 yrs ago he started. He has lost two jobs, he has been in one car crash and wrecked another car, he goes with a girl who is a bigger doper then him. Now he's in jail but may come out soon. The judge wants me to look out for him, and I guess I will.

F / This grade hurts me more than it hurts you.

• Yes

CONT. FROM PAGE 2

be impatient with the vagaries, complexities, and slowness of Russian; a computer in the United States will find English arbitrary and awkward. The Soviet factory manager and the American stockbroker will each be forced to modify his language, to about the same extent *and in the same direction.*

Each computer has the same internal requirements for a language different from either of the two "natural" tongues, so the latter will evolve, not toward each other, but toward an entirely different kind of language, the logical, efficient, consistent, simple language that the computer best talks, thinks, and works in.

The most striking development, in the case of English, will be toward simplicity. In dealing with a computer we will learn that it is better to use not one complex sentence, such as the one I am in right at this moment, but rather a series of simpel, short sentences required. The machine would really like each sentence to consist of just one subject and one predicate, with the subject always in front of the predicate.

This modification in style will cater not only to the machine but also to natives of other countries. Each of us has had the experience of trying to speak our language to someone who is unfamiliar with it. We always end up using a series of short, simple sentences. Such as rearrangement of our language structure would also make it easier for a machine to translate what we have said into similar simplified foreign languages.

In addition to simplicity, "natural" languages will also tend to evolve toward greater precision. Multiple meanings for a single world will gradually be ruled out, and synonymous words will be assigned distinct shades of meaning. For example, we can probably find at least 100 words in the dictionary today that are more or less synonymous withe the word "beautiful." But how beautiful is something described by each of these 100 words - how do we rate the words as to the amount and kind of beauty they connote? I am not suggesting that we want to *limit* our range of expression. But if I say she is "gorgeous," does that mean I think she is more beautiful than if I had saide she is "lovely"? I don't know and you don't know. This is an example of the kind of vagueness which doesn't really help people to communicate. It may make the language less monotonous but it also makes it exceedingly ambiguous.

The language of each country will be subjected in the coming decades to the same continuous pressure to simplify, unify, and clarify. As each language works toward a calibrated vocabulary and a simplified structure, the resemblances will increase and the original differences will start to fade out. Phonetic spelling, a common-informational vocabulary between countries, explicitness in qualitative expression, the substitution of digits for some words in order to make quantitative aspects clear - all these will follow as the common world language for moving information develops.

The original, "natural" languages will, of course, continue to have cultural value. They will afford a means of communication among people of common origins long after the informational language that is universal to the world has a good strong start. For some purposes the old language is more satisfying and, presumably because of the way it originated, more "natural" for personal intercourse.

On the other hand, the concept of "naturalness" includes arbitrary and temporary facets. It depends upon the environment and how long that environment has lasted. Several hundred years from now, the old "natural" languages may seem so peculiarly cumbersome and inconvenient as to be quite "unnatural" to the human being, and the language that suits a technical society may then appear to be the true, "natural" mode of expression. Depending upon how it is developed in detail, it may be equally satisfactory for sending a schedule, for expressing love and affection, or for art's sake.

For some purposes, "natural" language is already quite unsatisfactory. If those who have thought that a common world language is a key to social advancement are anywhere near right, then the coming technological society will be better off than the previous civilization of man has ever been.

(*Century of Mismatch*. New York, 1970)

Where, according to such critics as Orwell Frost, did we go wrong? How many college graduates now hold views on language like those of Dr. Ramo?.

The answer is clear and simple: We have allowed the world to define our aims and our curriculum. "Composition," for all practical purposes, has come to mean vocational training in Edited American English for future lawyers, engineers, and, yes, literary critics and teachers of English. Anticipating that the overwhelming majority of college graduates will have to fit their slots in Dr. Ramo's global machine, we have thrown the poetry out of composition. I mean the making of poetry.

To be sure, most college readers include samples of very imaginative, poetic styles. And most rhetoric exhort the student to "Develop a personal style," "Use metaphor," "Be colloquial, occasionally," "Make form and content inseparable." And a few assignments are given, usually early in the semester, which challenge the student to be "personal," "autobiographical" "individual."

But the overwhelming thrust of most texts and most assignments is designed to fit the requirements of the standard dialect--Edited American English. Form precedes thought. The tail wags the dog.

For the remedy, let me turn again to Frost and Orwell.

Why not let the composition student compose whatever he wishes? Let him compose for whatever ends he chooses. Let him elect whatever form will accomplish his aim. And let him write in any style, employing any dialect of English.

Does this mean composition students will attempt poetry, drama, and fiction? Exactly. Just as did Ben Jonson, and Christopher Marlowe, and a young fellow from Stratford who never made it to college, but whose writing assignments in grammar school were a tremendous challenge to the creative imagination.

If we were to return to the open concept of composition which I'm proposing, there would be some benefits in addition to the fundamental value of "inciting literature":

1) By attempting to compose poetry, drama, and fiction, our students would become better readers of literature and better critics of their own writing.

2) Many students would be encouraged to pursue imaginative writing further along in college and later. What are now called "Creative Writing" classes will draw more students. And those who enrolled would not be merely escaping The System, as many do today.

3) The burden of teaching various specialized kinds of writing will be shiftedwhere it belongs: the upper division faculty of the student's major department.

I do not delude myself that offering the student a much broader reach in composition will solve all mankind's ills, or that a rush of poetry will suddenly flow from the pens of freshmen. But if we don't leave ample room for the artist in man, who will?

J. M.

CCCC Special Issue

Additional copies of the CCCC's special issue "Students' Right to Their Own Language" are available for $.75 each; 20 or more, $.50 each; 100 or more, $.35 each. Request Stock Number 27624 from Order Department, NCTE, 1111 Kenyon Rd., Urbana, Illinois 61801. Payment must accompany orders of less than $1.00; a $.60 billing charge will be added to all billed orders.

Lovliest Of Trees . . . .

Dear LOGOS PRESS:

I've just seen some of your poetry posters, and I like them!

Especially the large size (24x36), and the very large type faces. The poems become objects for contemplation.

How about rushing them in time for Christmas?

LOGOS PRESS Box 999 Colton, CA 92324

	No.	Price Each	Total Price
Hopkins, "Pied Beauty"			
Frost, "Stopping by Woods"			
Thomas, "In my Craft ..."			
Housman, "Loveliest of Trees"			
Dickinson, "I like to see ..."			
Cullen, "Incident"			

$2.50 each, post paid and sales tax

$2.00 each for any three or more, post paid and sales tax

Name— Address— —ZIP—

Don Snepp: Report From 2-Year Council

The editor of our Journal has asked me to write briefly of the beginnings of ECCTYC, its purposes, and its progress to date. Actually, one must look to the English Council of the Californai University and Colleges for the genesis of ECCTYC. Upon the invitation of Gene Soules, then English chairperson of Sonoma State College and an alumnus of CCSF, I joined their English Council about four or five years ago, when he was president, as their two-year college representative. Having been active in two-year English locally, regionally, nationally, and federally, I did my best to contribute in the spirit which I felt most of you would have desired. Our first and predominent concern was articulation of English course-transfer between two-year and four-year colleges, mainly the California State University and Colleges to which we send the majority of our transfer students. We were equally concerned with the English articulation of high school graduates into our two-year college programs. As you know, of the approximately one million California college students, about eight hundred thousand are in two-year colleges, almost exclusively fed by high schools. Several of our regions have already held articulation meetings with high school chairpersons of English, and in Modesto there is a program for teacher exchange, both with local high schools and with California State College, Stanislaus. We certainly intend to continue developing significant understanding with all pre-college teachers.

At the CATE Convention, February, 1972, in San Diego, Ted Hornback, Chairperson of English at Sacramento State University and then President of the English Council, CSU & C, chaired a meeting of approximately 40 persons interested in improving the articulation I mentioned above. At that meeting a steering committee was appointed, with me as chairperson, to organize what we then called, tentatively, the Higher Education English Articulation Council(HEEAC). Also on that committee were Jim Clark, Chairperson of English, San Jose State University; Julie Hatoff, Costa Mesa College; and Patricia McGinn, Marymount Palos Verdes College. Working together by phone and by letter, we divided California's 107 public and private two-year colleges into 8 geographic regions which included the California State University and Colleges into which the majority of each region feed. Soon afterwards, eight two-year college English educators, many of whom had attended the CATE meeting, called in each of their districts articulation meetings between chairmen of two-year and four-year departments. As this process continued, with considerable success, it became apparent to persons in the English Council, CSU & C, that HEEAC could quite easily and logically be converted into an English Council for the California two-year colleges, with articulation as only one of its major concerns. This was mutually agreed upon when the regional directors of HEEAC met in Sausalito, 1973, in conjuction with the English Council, CSU & C. A committee from ECCTYC met at the Los Angeles CATE Conference, 1974, to write our constitution, and it was refined and accepted at the spring, 1974, Los Angeles meeting of ECCTYC, in conjunction with the English Council, CSU & C. Meantime, the regional meeting of chairmen of departments of English continued, and some regions even conducted English conferences for interested faculty. I know you will be interested to learn, as is mentioned elsewhere in the *Journal*, that the University of California has lately formed its English Council, and is meeting with ECCTYC and the English Council, CSU & C in Sausalito this fall. The implications of the potential of such an alliance cannot be overestimated. With active and energetic English Councils to represent the California Two-Year Colleges, the California State University and Colleges, and the University or California, much more beneficial results can certainly be realized.

I have already mentioned one of our primary purposes, articulation, but we have many more as well. We optimistically hope to be able to exert pressure to improve the teaching of English in all California two-year colleges. We intend to consider personnel practices, due process, teaching conditions, curriculum, salary, goverances, and load. At regional conferences, or directly to ECCTYC representatives, faculty may voice their concerns, to be forwarded to the be-annual meetings of the ECCTYC Executive Board and Directors of action. This *Journal* constitutes one of ECCTYC's most important efforts of reach two-year college teachers of English in California with articles by their peers dealing with their specialized concerns.

Finally, and most important perhaps, I wish to emphasize how different in structure ECCTYC is from any other English organization in California or the United States. We are in no way competing for members with any other organization, since ECCTYC relies only upon institutional dues and puts its emphasis not upon a strong political executive structure but upon its regions. This *Journal* will happily carry announcements desired by CATE, CCCC, PCRC, and NCTE. In fact, a future issue of this journal may well carry an article urging our stronger support, by membership, in these organizations.

In these days of increasing travel costs and decreasing travel allowances, attendance at regional and national conferences is falling. Moreover, for reasons complex and baffling, no English organization has ever seemed to attract California two-year college English instructors, particularly the younger ones. It is our hope that through this *Journal* and through regional conferences we may interest and involve a far greater number of our colleagues than have previously participated in such professional activities. Our conferences will be held at very low cost, and will be readily accessible in a fairly short time by automobile. Given a program of interest, offered by vitally concerned and involved instructors, where an interchange of innovative ideas, prospects, and programs emerge we connot help but improve and facilitate the quality of our work and its value to our students.

3 x Rail

DeWayne Rail teaches at Fresno City College. His last publications appeared in *Poetry Now, Hearse, Riverrun,* and *Ashtree.*

The Beggars

From far off
I watch them loom closer,
Become an old woman
With her legs wrapped in cloth
And a little girl
Whose eyes search quickly
Along the highway's edge
Among stones,
Chips of glass,
And small scraps of paper.

Everyone slackens.
Tail lights flash
their warnings,
Someone's tires
Lose rubber,
Until the driver
Comes to his senses
And speeds on
To the California border.
They smile and wave

And slip past
So easily
I have no chance to throw
Coins out the window,
Or to open my wallet
And let the bills flutter
Like rags
In the wrong-way
Telescope
Of the rear view mirror.

Cat In A Cage

The idiot who owns this place
Shows me his cat. Trapped by the lake
On a rainy night, she stays
In a wire cage, tied to a stake.

My mind plays tricks. I seem to lean
Closer. Now in the cage she blinks
And slowly yawns; as in a dream
I kneel to stroke her flanks.

While she, in her cat's brain, springs
Through the air so suddenly
I have no chance, sinks her fangs
Into my throat, snarls, and bounds free.

A Clothesline In The Country.

The wash, hung out to dry,
Is stiffening now.
The empty lives of clothes!
See how they stand--
Now, bodied by the wind,
they shift and pose.
The overall draws back
A freezing leg,
as if to kick the dog,
Misses and stops.
The handkerchief gives up,
Goes flat and white
Against the darkening sky.
The sky grows black
As the faded workman's shirt
Strains at the line
And cracks its arms as if
To say goodbye.
The blouse, like a poor wife,
Picks at its skirt.

• No

CONT. FROM PAGE 2

then I think the teacher of English composition would mislead and do a disservice to a student if he failed to teach that language to one who says that he wants to make his way in that world. Of course, the opposition will direct me to page 14 of "Students' Right" to show me that the author has already agreed with this position. That is what makes this essay so damnable hard to deal with. Like the swimming whore of Venice, he works both sides of the street. He does say that the teacher and student both should be concerned with employability, but it is hard to believe that he really means it. The same paragraph immediately takes up the case of the prospective plumber who need not be exposed to the confusion of "set" and "sat." Nor need girls, I suppose, be taught the difference between a "lie" and a "lay." Many of my students may end up as plumbers or tradesmen who have little need for what I might be able teach them about EAE, but they are more likely to come with the idea of being a professional man or making their way in the middle echelons of the business world. And they do not want instruction in their own dialects. Rather they want to learn to write in the conventional manner which is most generally expressed in EAE.

The statement of the Executive Committee, "that the claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another," is designed to raise the fighting blood of any liberal American. But why can we not omit the inherent ideology of that statement and simply observe that it is fact to be recognized that some dialects are not accepted (rather than acceptable) for certain purposes?

Perhaps it comes down to this. Are we going to use the English teacher in his classroom as a tool to carry out the particular ideology of the Executive Committee of CCCC? Is so, then which group is trying to "exert its dominance over another"? I am no particular admirer of our present society in all its aspects, and I am not averse to introducing problems of social reform in the classroom. I do it all the time, but I do it from a lectern and not from a pulpit. If my biases show, I let them. A teacher need not be a moral eunuch. But I do not and I will not preach some doctrine of social reform prepared for me by others, and especially so if I have reservations as to its deservability.

I am still romantic enough to be excited by the idealism of a Don Quixote taking up his lance, but I am skeptical enough to be wary of being enlisted to become the first to be cast down by the windmill. Don Quixotes shine most brightly when they charge alone. Arrayed in battalions and serried ranks they tarnish quickly.

J.H.H.

Here Are Your Regional Chairmen

Northern California Region
Homer Duerr, Regional Chairman
Chairman, Department of English
Butte Community College
Durham, California 95938
(916) 345-2481

San Francisco Bay Area -- A
Gary Cummings, Regional Chairman
Chairman, Department of English
De Anza College
Cupertino, California 95014
(408) 257-5550

Elliott Roberts, Associate Chairman
Chairman, Department of Humanities
Monterey Peninsula College
Monterey, California 93940
(408) 375-9821

San Francisco Bay Area -- B
Dave Harrigan, Regional Chairman
Chairman, Department of English
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, California 95401
(707) 542-0315

Central Valley Region
Bob Mognis, Regional Chairman
Department of English
Modesto Junior College
College Avenue
Modesto, California 95350
(209) 524-1451

Helen Gordon, Associate Chairman
Language Arts Division
Porterville College
900 So. Main
Porterville, California 93257
(209) 781-3130

Central Coastal Region
Michael Seely, Regional Chairman
Chairman, Department of English
Moorpark College
7075 Campus Road
Moorpark, California 93021
(805) 529-2321

North Los Angeles Region
Gertrude Fujii, Regional Chairman
Chairman, Department of English
Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401
(213) 781-1200

South Los Angeles Region
Virgil Sessions, Regional Chairman
Chairman, Department of English
Orange Coast College
2701 Fairview Road
Costa Mesa, California 02626
(714) 834-5651

San Bernardino Region
James McCormick, Regional Chairman
Department of English
San Bernardino Community College
701 South Mt. Vernon Avenue
San Bernardino, California 92403
(714) 885-0231

Richard Booth, Associate Chairman
Department of English
Crafton Hills College
11711 San Canyon Road
Yucaipa, California 92399
(714) 794-2161

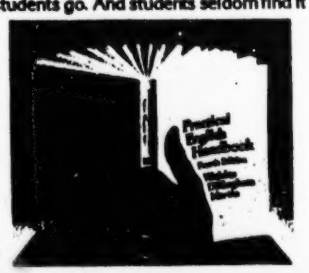
San Diego Region
Don Stevenson, Regional Chairman
Chairman, Department of English
San Diego Mesa College
7250 Artillery Drive
San Diego, California 92111
☐(714) 279-2300

Students don't always know when they'll need a hand.

In-class theme. Library research. A quick brush-up before an essay exam. To be really practical, a handbook must go where students go. And students seldom find it convenient to carry around a big English reference book.

That's why we designed PRACTICAL ENGLISH HANDBOOK, Fourth Edition, by Watkins, Dillingham, and Martin to be a pocket-fitting paperback. It goes anywhere. For all those times when students have to write quickly, precisely, and on the spot.

It's the helping handbook.



Houghton Mifflin
Boston 02107 / Atlanta 30324 / Dallas 75235 / Geneva, Ill. 60134 / Hopewell, N.J. 08525 / Palo Alto 94304

Ed White: Report From CSU Council

In Fall 1974, for the first time, English departments from all segments of higher education will be represented at one time and in one place. Three English Councils will be meeting, sometimes separately, sometimes together, in Sausalito in mid-November, and a new kind of mutual understanding and respect is bound to result.

In the past, a number, unfortunately a small number, of college English teachers would meet at the annual convention of the California Association of Teachers of English (CATE). In addition, the California State University and Colleges English Council has always included representatives from private, two-year, and University of California campuses. But the formation of ECCTYC and the UC English Council during the last year or two has now made a wholly new kind of relationship possible among the segments and colleges involved.

Institutions develop, I am convinced, when they are needed. (Unhappily, the reverse is not true; many institutions seem to linger on long after their usefulness has disappeared.) So the natural question to ask at this point is, what are the needs to which this troika of English Councils must respond?

I see two basic needs, from which spring many different functions. We need to communicate among ourselves in order to understand what we all are doing and why we see things as we do; in addition, we need to band together to gather enough power to defeat those hostile to our profession and its mission. Both of these needs have become acute.

In the days when higher education was rich and expanding, we could somehow afford the jealousies and insensitivities that misunderstanding spawned. University people could deprecate the work of the rest of us, and we could resent their patronization, for example; we could relish the lack of reasonable articulation agreemerts (and so confuse and mistreat our students) in the name of academic standards.

But now we now need to understand and respect each other and each other's missions. The universities and the colleges need students and teaching jobs from community colleges, and have discovered that they have much to learn about teaching from them. With enrollments shrinking, the old-style arrogance about transfer credits has disappeared.

At the same time, the external threat of cheap and easy credit by examination for freshman English has forced us to become politically active. If we are to defend our role in higher education, we must ourselves define that role, and ourselves develop fair and valid tests for exceptional students challenging our courses for credit. The CSUC English Council has taken the lead in this area, with the full support of the rest of the profession.

The many by-products of the new spirit of communication, and the new unified voice within California English higher education, are starting to emerge. This publication is one of the most visible and creative.

With enrollment projections in English continuing to vary between the depressing and the disastrous, we had better not return to the bad old ways. We do want to protect our jobs. But, more important, finally, we need to protect for our students the part of the curriculum we represent. Thinking, reading, and writing go together, and one of the handiest ways to trammel thinking is to devalue reading and writing. As I write this, reports of the bulldozing of the Russian art show fill the newspapers; who would deny that similar destructive forces are ever-present in our own society? We are, as a profession, banding together and talking in a new way, doing what we can to beat off the bulldozers. ECCTYC and its journal; you have been sorely needed.

English Guide to Registration Fall 1974
Literature and Language Arts
Department
Modesto Junior College

ALLEN

English 101 (1A)

Be prepared to talk. If you have difficulty getting started, [illegible] others in the class will help. We will discuss the novels, [illegible]ems and short stories we read, and I have from past experience that will have direct bearing on putting you in touch with get you started to talk will be [illegible]ve and wide-ranging [illegible] help, but I [illegible] that it is interesting and constructive, prepared to have your butt in to discussions out if [illegible]an. You will [illegible] materials we read, or not, you will [illegible]ed to make it clear precisely why [illegible] like them. You will be expected to write [illegible]0 well argued, carefully and correctly [illegible]ed papers during the semester.

[illegible]RENCE [illegible]SH

English [illegible]

If you have heard of me, use your own judgment. If you haven't heard of me, ask someone.

English 102 (1B)

Same as above.

English 106 (4)

We read and analyze some short stories; we tell stories; we glance at some narrative poetry; we write and re-write short stories; we study marketing possibilities; we will edit and publish a sampling of the class work.

(an analysis of an essay), and one final (also an analysis of an essay).

LOWELL DRAPER (continued)

Translation: The results may be disastrous if you don't know what you are doing.

2. Wade in a pool of acid, if that will help cure your athlete's foot.
   Translation: Not only know what you are doing but why.
3. Drink muddy water on your own time, not on your readers'.
   Translation: A curse on confusion.

Confusion

to write essays and
, on Tuesdays, Wed-
take language tests,
ling tests. There
s and three spelling
oximately 4,000
signed.
Presents, Ed
Books, Garden
5 (drama)

English 101 (1A)

9

RUTH ANTONIO

English 101 (1A)

[illegible]ts: To be announced.

The primary aim of this transfer course is to help you develop some competence in writing lucid expository prose. You will be shown how to establish and support a thesis and encouraged to develop an awareness of various strategies used in writing effective exposition.

We write and revise one 500-word composition a week. We also write a research paper of about 1,00[illegible]rds. Some writing for this course is done in class. The class hour is spent in in-

JIM [illegible]GGS

English 171 (24) Afro-American Literature (p.m.)

Texts: *We A[illegible]Word Sorcerers*, Sonia Sanchez (editor)
Bantam Books, 12/7[illegible]VLM9(VLRJ-9), $1.25
(short stories)
Nigger, Dick Gregory, $1.25, Pocket Books,
W[illegible]k (autobiography)

The New Lafayette Th
Bullins (editor) P
City, New York 197
Home: Social Essays,
Amamu Baraka) (ess

This will not be a course at GROWS. It will be about Bla American artists who, single the vitality in drama, poetr theme of the course will be an individual and a collecti torrent of white wash and pr begin where Ralph Ellison's and ends - underground. For of this theme, I suggest the preparations.

1. Listen to records by Oti B. B. King and Etta Jame
2. Study where the Last Poe

After we get a flavor of wh we can assess how Blacks go Writing will be geared to a values and yours and [illegible]

LeRoi Jones

The Cafeteria Curriculum

Many English departments are experimenting in a variety of ways to improve registration--a part of college life that is usually as dissatisfying to the faculty as it is to the students.

One new approach to registration in English courses is a set of course descriptions detailing the way each teacher presents his classes and meets the course objectives. The rationale is that the more a student knows about a particular English class before he signs into it, the more likely he will complete the course successfully.

For the past six semesters, the English Department at Modesto Junior College has published such a set of course descriptions for each registration. The Fall, 1974 edition is a handy (3"x6") booklet of fifty pages which, this semester, was published in 3,000 copies.

The Modesto "Guide to Registration" has two distinct kinds of information for the student. The opening seven pages outline the sort of general material--on placement, on course objectives--that would be found in the conventional college catalogue. But most of the "Guide," over forty pages, is devoted to very personalized course descriptions by every English instructor for every course he teaches.

The sample pages shown make it abundantly clear that English as she's taught at Modesto is a creature of many fates. The differecne, hopefully, is that Modesto students know what they're in for.

Freshman Equivalency

Last spring the California State University and Colleges conducted a second, statewide test for freshman equivalency. The directors of the examination, Richard Lid and Edward White, report these results to the members of the English Council.

The test was taken by 3,639 applicants for credit on May 11, 1974(1973: 4,072). The objective part, the CLEP Subject Examination, Analysis and Interpretation of Literature, was graded by ETS, and showed a slightly higher average score than last year's test group achieved.

The essay test was scored by 49 California State Universities and Colleges faculty at the controlled essay reading at Kellogg-West, June 15 - 19, 1974. In addition to the test papers, we also scored 262 essay tests written by San Jose State freshmen, 164 essay tests written by University of California freshmen, and a small group of Stanford writing workshop papers. We had readers working with us from Stanford, the University of California, and Southern University in Baton Rouge, Louisiana; ETS contributed two consultants; Bob Bradley, Cal-Poly, Pomona Test officer, was in charge of our statistical operation.

Once again the controlled reading achieved an extremely high rate of consistency among the readers. The essay tests showed a rather lower average score than last year's group achieved, no doubt because the essay questions turned out to be harder this year.

The scoring statistics are very complicated, and difficult to explain in brief. Simply, the harder essay test, and a decision to reduce the number of marginal essay tests that could pass (an essay total score of 13 can now pass only if that student scores at or above the 65th percentile on national norms on the objective test), resulted in a lower passing rate than last year. According to our preliminary figures, this year 1,036 students, or 28.5 per cent of the test applicants, received a pass.

The entire program went more smoothly this year, and we feel quite pleased with the results. Funding for a 1975 essay test has already been assured by the Chancellor's Office, and the new budget includes funds for essay test development, which deserves more attention than it has so far received.

A complete report on the 1973 test program, entitled *Comparison and Contrast*, has now been published by the Chancellor's Office. One copy is being distributed to each English department in the system, and additional copies are available from the office of New Program Development and Evaluation. (We expect to be able to send copies to all readers.) Follow-up studies of the students who took that test, 80 per cent of whom were enrolled on CSUC campuses in 1973-74, will begin this summer. A progress report on those studies, the full report on the 1974 program, and proposals for a 1975 test will all be on the English Council agenda in November.

New ADE President

Jack Gill, College of San Mateo, has been elected President of the Association of Departments of English. ADE, a national organization of about a thousand Departments of English, is devoted to informing its members about issues that concern us all in higher education and to fostering shared attempts to solve common problems. It deals with such concerns as evaluation of teaching, accountability, equivalency testing and CLEP, education of teachers, the academic job market, teaching loads, majors, articulation between two-year and four-year colleges, English programs and the teaching of English.

Previous Presidents of the Association have been Chairman from institutions such as Columbia, Pennsylvania State, and the University of Chicago. Jack is the first chairman from a community college elected President of the Association of Departments of English.

Asilomar '74

A mini-conference at Asilimar within the framework of the larger Curriculum Commission of the Central California Council of Teachers of English was the setting for ECCTY's San Francisco Bay Area fall meeting. The sessions included a provocative and helpful meeting with High School representatives. The concerns, problems, successes of articulation between local High Schools and Community Colleges were discussed at some length. A consensus after the meeting was that the participants better understood articulation as it is and as it should be.

A second session focused on composition, its problems and practices. Small group meetings on this perennial concern of Community College English instructors found no absolute answers -- but they did stimulate much helpful interchange.

A third session, led by President Don Snepp, discussed the growth and sustenance of ECCTYC. Elections were held for Regional Chairmen of ECCTYC. A decision was made to split the Region into A and B areas. Dave Harrigan of Santa Rosa Junior College was elected as Chairman in Area A and Gary Cummings of De Anza will serve as Regional Chairman with Elliot Roberts of Monterey Peninsula College as Assistant Chairman in Area B. Chairmen from California State Universities and Colleges, Jim Clark of San Jose, Graham Wilson of San Francisco, and Doug Taylor of Stanislaus, met with the group and presented their insights on topics ranging from Junior Level Proficiency Tests to the current trends in English majors.

This highly successful mini-conference of the San Francisco Bay Area was presided over by ECCTYC President Don Snepp with Jack Gill, ECCTYC Secretary, helping to coordinate.

Send articles and announcements to J. McCormick, San Bernardino Valley College, San Bernardino, Calif. 92403. Inside English ad rates: $8 - col. inch for single issue, $5 - col. inch for year (3 issues). For further information contact R. Booth, Crafton Hills College, Yucaipa, Calif. 92399.

Join our celebration!

The occasion: the birth of a long-awaited journal from California. And we're proud to invite you to discover exceptional instructional materials by California authors:

- ☐ Rhetoric and Literature, by P. Joseph Canavan
- ☐ Analogies: A Visual Approach to Writing, by Anthony Garcia and Robert Myers
- ☐ Rites, by John Cafferata
- ☐ Spelling: Patterns of Sound, by Odette P. Sims

Especially appropriate for your two-year college students, they offer innovative approaches to English instruction that are worth celebrating! RSVP. Check the titles you would like to receive for examination, complete the coupon, and mail it to your Gregg/Community College regional office.

Name_____

Position/Affiliation_____

Address_____

City_____ State_____ ZIP_____

Gregg/Community College Division
In touch with reality
8171 Redwood Highway, Novato, CA 94947

Winter, 1975 (Winter?)

inside english

The Journal of the English Council of the California Two-Year Colleges

Requiescat Non In 'Pace

I've got the job, I need the title. Satana? Ugh! Princess of Darkness? Mother of Lies? Oh, hell. They'll come up with something good.

Chicano Literature for English Classes

Page 4

Reports from the Councils

Pages 5, 6

Inside English, the Journal of the English Council of California Two-Year Colleges, is published quarterly in the Fall, Winter, and Spring. Send articles and announcements to James McCormick, San Bernardino Valley College, San Bernardino, Calif. 92403. *Inside English* ad rates: $6-column inch for single issue, $5-column inch for year (3 issues). For additonal advertising information contact Richard Booth, Crafton Hills College, Yuciapa, Calif. 92399.

i.e.

At its fall meeting, the English Council of the California Two-Year Colleges made two decisions about *Inside English*. First, they decided to increase circulation from 2,700 to 4,000. This will permit us to send the journal to many persons other than the two-year English faculties. With this issue, we add to our mailing list the department heads of all four-year colleges in the state, the officers of other English organizations, and various persons with a special interest in our concerns. We will also include in our regular mailings to the two-year English faculties some extra copies of *Inside English* to go out at the discretion of the chairperson to high school teachers and counselors in his district.

The Council's other decision will permit *Inside English* to go up to twelve pages in length when funds permit. We welcome articles on topics of intarest to our readership, notices coming events, original poetry, and book reviews. We do not plan to regularly review texts, but we did make an exception this time with a general review of Chicano texts for English classes. Letters to the Editor will be printed, without abridgment, when space permits. For the coming issue in May, we especially invite participation in an extramural poetry competition, described further on in these pages.

English Council of California Two-Year Colleges

Officers

President
Donald F. Snepp
Department of English
City College of San Franicisco
50 Phelan Avenue
San Francisco, Ca. 94112
(415) 587-7272

Vice President
Dr. Gertrude Fujii, Chairman
Department of English
Los Angles Valley College
5800 Fulton Avenue
Van Nuys, Ca. 91401
(213) 781-1200

Secretary
Dr. Jack Gill, Chairman
Department of English
College of San Mateo
1700 W. Hillsdale Boulevard
San Mateo, Ca. 94402
(415) 574-6314

Treasurer
Miss Jocelyn Porter
Department of English
Shasta College
1065 North Old Oregon Trail
Redding, Ca. 96001
(916) 241-3523

Liaison with Private Two-Year Colleges
Mrs. Patricia McGinn
Department of English
Marymount Palos Verdes College
Palos Verdes Peninsula, Ca. 90274
(213) 377-5501

Regional Directors and Assistant Directors

Northern California Region
Homer Duerr, Chairman
Department of English
Butte College
P.O. Box 566
Durham, Ca. 95938
(916) 345-2481
Jocelyn Porter
Department of English
Shasta College
1065 North Old Oregon Trail Redding, Ca. 96001
(916) 241-3523

Southesn S. F. Bay Area Region
Gary Cummings
Language Arts Chairman
DeAnza College
21250 Stevens Creek Boulevard
Cupertino, Ca. 95041
(408) 257-5550
Elliot Roberts, Chairman
Division of Humanities
Monterey Peninsula College
980 Fremont
Monterey, Ca. 93940
(408) 649-1150, Ext. 298, 398

San Diego Region
Don Stevenson, Chairman
Department of English
San Diego Mesa College
7250 Mesa College Drive
San Diego, Ca. 92111
(714) 279-2300, Ext. 254
Julie Hatoff
Department of English
Mira Costa College
One Barnard Drive
Oceanside, Ca. 92054
(714) 757-2121

North Los Angeles Region
Mrs. Genevieve Meyer
Department of English
Los Angeles Trade-Technical College
400 Washington Boulevard
Los Angeles, Ca. 90015
(213) 746-0800
Mrs. Patricia Barney, Chairman
Department of English
Citrus College
18824
East Foothill Boulevard
Azusa, Ca. 91702
(213) 335-052

Northern S. F. Bay Area Region
Dave Harrigan, Chairman
Department of English
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, Ca. 95401
(707) 527-4244

Central Coastal Region
Michael Seely, Chairman
Divison of Humanities
Moorpark College
7075 Campus Road
Moorpark, Ca. 93021
(805) 529-2321
Bruce Cohen, Chairman
Department of English
Antelope Valley College
3041 West Avenue K
Lancaster, Ca. 93534
(805) 943-2341

San Bernardino Region
James McCormick
Department of English
San Bernardino Community College
701 South Mt. Vernon Avenue
San Bernardino, Ca. 92403
(714) 885-0231
Richard Booth
Department of English
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, Ca. 92399
(714) 794-2161

Central Valley Region
Bob Mognis
Department of English
Modesto Junior College
College Avenue
Modesto, Ca. 95350
(209) 524-1451, Ext. 247
Helen Gordon
Bakersfield College
1801 Panorama Drive
Bakersfield, Ca. 93305
(805 871)7120

South Los Angeles Region
Virgil Sessions, Chairman
Department of English
Orange Coast College
2701 Fairview Road
Costa Mesa, Ca. 92626
(714) 834-5651
Richard McIntosh, Chairman
Department of English
Cypress College
9200 Valley View
Cypress, Ca. 90630
(714) 826-2220

Coming Events:

ECCTYC Spring Conference
Hotel Del Coronado, Coronado, Calif.
April 17 and 18
(held in conjuntion with the conferences of the CSUC English Council and the UC English Council)

NCTE: April 25-29
Spring Institute: Teaching Minority Literatures at All Levels
Santa Barbara, Calif.
Limited enrollment--for further information write:
Information Services
NCTE
1111 Kenyon Road
Urbana, Illinois 61801

Presidents Column:

Don Snepp

Some of you may remember in our first issue I attempted to give a short history of how ECCTYC developed. You may remember that we started as an Articulation Council and then expanded into an English Council with added functions. Articulation, however, still constitutes one of our main thrusts, and I should like to speak of that subject here. We have all heard, perhaps, humorous definitions of articulation. "A state of friendship, hostility, and anxiety between schools," or "Finding ways of getting around entrance requirements," or "By one means or another, getting our students in." Of course, "articulation" is an omnibus word, but I should like to define it as the "ease or difficulty with which a student transfers unit credit from one educational institution to another."

It is only natural, I suppose, that most articulation concerns are upward, toward the higher institution we hope our students will enter. I think we can truthfully say that during the past two years we have discovered either that we have very little articulation difficulty from two-year colleges into four-year institutions or that this articulation has been significantly improved in the series of regional articulation conferences that ECCTYC has held over the entire state. Certain problems still exist, such as the fact that both the University of California and California State University and Colleges are lowering entrance requirements, recruiting in two-year colleges much more actively and aggressively, and significantly reducing the number of our high-achieving students. This situation, though significant, will probably not be fatal, as the lack of jobs and a depression economy continue to increase the number of students entering two-year colleges.

Even more important than this work done over the past two years in improving our articulation with four-year institutions is the crying necessity that we immediately and significantly increase our articulation efforts with the schools that send students to us. Although it is only natural to consider our own difficulties and frustrations as teachers first, all of us in the three levels of California higher education should and probably would admit that our colleagues in California high schools must be the most over-worked and underpaid and constantly harassed members of our profession. Working under innumerable pressures, the great majority of these secondary teachers unselfishly and earnestly still give devotion and encouragement to their students, doing their best to prepare these students for the next level of education--usually in a two-year college.

The two-year college toward which the secondary teacher and student look may have entrance and graduation requirements that are constantly changing, and its department of English may have placement procedures and testing that are under constant development. Unless the seconday teacher of English is kept aware of these changes and our sincere concern for both student and teacher in the high schools, these teachers must truly feel, "I shot an arrow into the air"--target success unknown. . . .

Better articulation with secondary schools was one of the main concerns of your executive committee and your directors when we met in Sausalito November 14-15, and it was suggested there that this column reflect that concern.

First, would all of you chairpersons of two-year college English Departments carefully consider and evaluate your present relations with the secondary English Departments which furnish your students. Do not interpret lack of communication from secondary chairpersons as a lack of interest. Many would undoubtedly be gratified and even perhaps surprised by a demonstration of interest from the English chairperson and faculty in the two-year college which accepts most of their students.

It is quite possible that your present articulation with secondary schools is adequate or excellent, as the case may be, but if communication is weak and sporadic, could you consider the following possible action? After conferring with several secondary chairpersons, try to determine the best time during the week when you could invite to your college, for several hours, the English chairpersons of your related secondary schools and any of their interested faculty they might wish to bring. If you and some of your interested faculty, particularly curricular chairpersons, if you have them, could sit down and discuss mutual concerns and most pressing problems, perhaps even dividing into smaller groups, I think the results could be surprisingly effective.

Another alternative, if there are only a few secondary schools in your area, would be to visit English Department chairpersons and faculty, school by school, taking some of your faculty with you.

I realize that in reading this article some of you will be thinking, "We have been doing this for years!" However, I hope we would agree that the results of any endeavor can always be improved and made more effective; the appeal of this column is that those of us in two-year college English turn our faces more frequently toward the secondary schools that supply us with students and be absolutely certain that those secondary teachers and students are aware of our concern for and sincere interest in their successes, frustrations, and occasional despair.

Norton

Quality texts for freshman and sophomore English courses

Acclaimed Anthologies

The Third Edition of THE NORTON ANTHOLOGY OF ENGLISH LITERATURE Abrams et al.
Major Authors Edition 2688 pages $12.95 cloth $10.95 paper
Two volume regular edition $9.95 each, cloth $7.95 each, paper

The Revised Edition of THE NORTON ANTHOLOGY OF POETRY
Allison • Barrows • Blake • Carr • Eastman • English
Full length edition 1392 pages $11.95 cloth $8.45 paper
Shorter edition 704 pages $4.65 paper

The Fourth Edition of THE AMERICAN TRADITION IN LITERATURE
Bradley • Beatty • Long • Perkins
Published by Grosset & Dunlap, Inc., distributed by W. W. Norton & Company, Inc. Available in a two-volume edition ($9.75 each, cloth and $8.40 each, paper) or in a one-volume, shorter edition ($11.00 cloth; $9.40 paper).

The Third Edition of WORLD MASTERPIECES
Mack, et al. Continental Edition: Available in a two-volume edition ($9.95 each, paper only) and in a one-volume, shorter edition ($10.95 paper only).
Regular Edition: Available in a two-volume edition ($11.95 each, cloth and $9.45 each, paper).

The Third Edition of THE NORTON READER
Eastman, et al. Available in a regular edition ($6.25 paper) or a shorter edition ($4.45 paper). Instructor's manual by Craig Snow available free of charge upon request.

THE NORTON INTRODUCTION TO LITERATURE
Bain • Beaty • Hunter
Available in three paperbound volumes: *Fiction* (Beaty) *Poetry* (Hunter), *Drama* (Bain) at $4.95 each, or in a one-volume *Combined Shorter Edition* ($9.95 cloth and $7.95 paper). Teacher's manuals available for each volume.

Outstanding rhetoric texts

STYLES AND STRUCTURES
Alternative Approaches to College Writing
by Charles Kay Smith. $4.95 paper

THE POP CULTURE TRADITION
Readings with Analysis for Writing
by Edward M. White. $2.95 paper

THE WRITER'S CONTROL OF TONE
Readings, with Analysis, for Thinking and Writing about Personal Experience
by Edward M. White. $2.50 paper

New Norton Critical Editions—ready this spring

ADRIENNE RICH'S POETRY
edited by Barbara Charlesworth Gelpi and Albert Gelpi
$1.75 paper, tent.

CRIME AND PUNISHMENT
Norton Critical Edition, Revised
edited by George Gibian. $2.95 paper

For a complete list of the over 50 Norton Critical Editions, please write the publisher.

W·W·NORTON & COMPANY·INC.
500 Fifth Avenue, New York, N.Y. 10036

Chicano Literature for English Classes

In recent years Chicano literature seems to have outgrown its confines within ethnic studies programs. A few novels, stories, poems and occasionally plays by Chicano authors are now appearing in English composition and literaturv classes.

Mostly these works are read for content, assuming such literature is still in a developing stage. However, some excellent, polished pieces have appeared and, like all fine writing, should be shared among the widest possible audience.

Perhaps the most accomplished Chicano writer is Tomas Rivera, whose *And the Earth Did Not Part* won the 1970 fiction prize awarded by Quinto Sol Publications. Originally written in Spanish, this collection of stories about a figurative year in the life of a boy in rural Texas is available in paperback with competent English translations for each story.

Quinto Sol, unsubsidized and owned by Chicanos, also publishes Rudolfo Anaya's novel, *Bless Me, Ultima*, similarly about the growing awareness of a rural boy--this time in New Mexico. Although the novel at times lapses into awkward dialogue and overly repetitive imagery, students usually respond enthusiastically to the humor and especially to the enigmatic figure of Ultima, a folk healer with supernatural gifts.

Central to most Chicano fiction is the theme of cultural and linguistic identity. Jose Antonio Villarreal's *Pocho*, the first Chicano novel published in English (1959), explores this in very readable form; the setting is the Santa Clara valley in California.

Similar in style but with different effects is the literary exploitation of ethnic stereotypes in *Chicano*,by Richard Vasquez. It is not surprising that Chicano readers generally damn the novel's commercialism while non-Chicanos unfamiliar with Mexican American lifestyles and attitudes praise the author's superficial grasp of barrio sociology.

Other long works include Ernesto Galarza's *Barrio Boy* (autobiography), Oscar Zeta Acosta's *Autobiography of a Brown Buffalo* and *The Revolt of the Cockroach People* (fictionalized account of the East LA "blowouts"), and Raymond Barrio's *The Plum Plum Pickers* and Edmund Villasenor's *Macho!* (both novels).

Of the recent proliferation of anthologies none of course are truly representative, since that must be determined in the far future. There are, however, several paperbacks with enough variety in style and content to prompt a semester of solid class discussion. At this writing, *Voices of Aztlan*(Mentor), *Aztlan: An Anthology of Mexican American Literature* (Vintage) and *ElEspejo -The Mirror* (Quinto Sol) probably top the list of collections primarily in English. *Chicano Literature, Text and Context* (Prentice Hall), although excellent in selectivity and commentary, has much in untranslated Spanish. Other useful anthologies are *The Chicanos* (Pelican), *The Chicano: From Caricature to Self-Portrait* (Mentor) and *From the Barrio* (Canfield Press).

These collections contain mostly fictional works, but some are heavy in spots with non-fictional material.

In California, UCLA, USC, UC-Irvine and several state colleges also have published or plan to publish collections of Chicano works submitted in literary contests or video-taped "festivals." Copies of tapes and publications usually can be obtained through each school's Chicano studies center.

Dramatic works--mostly one-act plays--can be found in the Teatro Campesino's *Actos* (Cucaracha Press, Fresno) and in *Guerrilla Theater* (Anchor Press). Two plays are included in the above-mentioned Mentor anthology.

Finally, for those who want to keep up with new and as yet unanthologized Chicano fiction, Quinto Sol (PO Box 9275, Berkeley, Calif. 94709) issues an ambitious quarterly called *El Grito*, and Indiana University Northwest (3400 Broadway, Gary, Ind. 46408) recently started a Chicano Puerto Rican literary quarterly called *Revista Chicano- Riquena*. These are probably the two most polished journals, although dozens more exist. There are also many books of Chicano poetry, much of which appears in barrio newspapers or in such popular magazines as *La Luz* (Denver).

For a more thorough review of what's available in Chicano fiction, the University of Arizona's English Department has printed a brief, annotated bibliography by Roseann Duenas Gonzalez. More extensive bibliogrpahies, which include non-fiction titles, can be obtained from Quinto Sol and San Diego State University's Chicano publications center.

Ron Arias

Filming A Poem: 'Dover Beach'

Enrollment in literature courses is declining on the two-year college campus. Entering college freshmen seem barely capable of writing a sentence much less appreciating the nuances of great works. The methods of introducing poetry to the junior college student can hardly provide general applications, particularly since the typical student will probably transfer to the four-year institution for a major in social science or will leave after three semesters for a career in marketing. However, English people like to think that poetry can still find a place in the life of the general public and that its exposure to the future bureaucrat in a social welfare office or to the bag boy at the local market is a worthy endeavor.

One such attempt at introducing poetry (perhaps in a unique milieu) took a five-month period of time, eight students, one poem, and an English instructor. The period of time was the spring semester approximately three years ago at a private two-year college at the southwestern edge of the Los Angeles area. The eight students were members of the college English Club, recently formed with the purpose of generating a particular climate of activity on the suburban campus. The poem utilized was Matthew Arnold's "Dover Beach".

The students, soon after formation of the Club, developed a strong sense of solidarity and expressed a desire to participate in the college's annual "Spring Festival of Creativity." French students were offering a French drama. The art department was putting the finishing touches on its specific objects in space to be hung on the walls of the library or to be arranged on the tables in the lounge. What could the English department offer? It was perhaps the inspired decision of these few students to provide a filmed interpretation of a poem. They were encouraged in this direction by the enthusiasm of one student who had grown up on the fringes of film activity by virtue of the working career of his father who had been a stunt pilot for several motion picture studios. Also at hand were expensive, professional motion picture cameras which were made available by a friend of the family. For a small college without a cinema department or a budget to provide filming by students, this was an important consideration.

The poem, "Dover Beach," was selected for several reasons. Marymount Palos Verdes College is located on the Palos Verdes peninsula, an area noted for its rock-strewn surf, high cliffs, and dominating view of the Pacific ocean. The diatomaceous cliffs of Palos Verdes could stand in for the limestone cliffs of Dover, the Catalina channel for the English channel. The poem speaks of full tide, receding waves, the moon on the ocean, and the roar of the surf--all the sounds and sights of physical beauty which the students at the college could see and hear from their dormitory and classroom windows. The students had ready at hand a locale for filming.

During many spirited planning discussions, all students were intensely caught up in the meaning of "naked shingles of the world" or in disappointment that the brilliant night lights of the Los Angeles basin as seen from the Palos Verdes hills could not somehow be incorporated into the film for the theatricality of their effect, in spite of their inappropriateness to the spirit of the poem. The most difficult decision involved selection of the person whose voice would be taped reading the lines of the poem. The film was a student project, filmed by students, acted in by students, but only one voice seemed to be correct--that of the college chaplain.

The actual filming took a relatively short period of time spanning, perhaps, six weeks. Most of the camera work was undertaken by two of the students, who spent much time sloshing about the base of the rocky cliffs, lugging a tripod or shouldering a camera while shifting for balance between the thrust and relapse of knee-high water.

One Saturday morning, the entire group convened in the mahogany-paneled study of a house once owned by Paul Muni, high above Bluff Cove, one of the more spectacular inlets in the area. The opening and closing scene of the film was shot from this study. The head and shoulders of a young male student is silhouetted against a casement window overlooking the broad pale ocean as the ascetic Anglo-Irish voice of Father O'Sullivan--pure, lucid, and true--begins reflectively: "The sea is calm tonight." The camera zooms beyond the window to the ocean itself, the shoreline, the cliffs. Finally, it returns to the silhouetted figure which opens the casement window and turns toward the camera. An arm beckons with the continuing lines of the poem-- "Come to the window sweet is the night air!" --and a girl's figure joins the figure at the window. As the reciting voice continues, their heads face toward the sea, lean together, and the boy's arm draws round his companion's shoulders. This shot of the double silhouette against a window open to the sea is again shown when the lines of the last stanza are read. This scene is then alternated with camera stills of violence--soldiers carrying guns, devastated cities, riots in the streets. (These latter shots were expediently taken by zooming in on photographs in national magazines.)

The second and third stanzas of the poem are interpreted by means of various splendid motion camera scenes of waves receding across a wide stretch of pebbly shores, broad ocean views, as well as an interesting angles shot of a bronzed head with deep sunken eyes and frozen, ridged hair looking as Sophocles should have looked.

The film lasts about eight minutes. Technically it is deficient. One scene involves the setting sun; the sun, as it sets, seems to shake a little into the sea, the result of a faulty time exposure. The student responsible for the art work in the opening credits spelled the poet's first name, "Matthew," with one "t". However, the overall effect of the film with the overriding voice reciting Matthew Arnold's famous lines, against the low background of a barely discernible rock rendition of a latent love ballad provides the viewer with a fleeting sense of beauty captured. The film was the hit of the college's "Spring Festival of Creativity"--a heady time for an English Club.

Afterwards, one of the students, with the air of providing a teacher with a great compliment, thanked the English instructor and said, "Now I know what the poem means. I never knew before."

Such statements might lead one to conjecture whether only a film can provide a relationship between a poem and a student. Can words no longer provide their own image independent of a camera? More than that, in filming the poem, was it freed for the student's imagination, or was it frozen? Does "Dover Beach" mean to her only that film instead of a world of images receding and advancing and shifting and blurring, now sure, now clouded?

Making the film was an excitement. Regardless of the questions it raised, it was one poem which all eight students will recall occasionally, fleetingly, maybe once or twice, as they go about their un-English activities. The memory might even help them verbalize an emotion, a regret, or a philosophy. The English instructor hopes so.

Patricia McGinn
Marymount Palos Verdes College

U. C. Council Formed

November 14 and 15, 1974
U. C. ENGLISH COUNCIL
MINUTES

The Second Annual Meeting of the U.C. English Council was held in Sausalito. The following faculty were present: Ruth apRoberts (R), Phyllis Brooks (B), Frederick Burwick (LA), Edwin Eigner (R), Ronald Freeman (LA), William Frost (SB) George Isaak (D) Everett Jones (LA)
(LA), Adela Karliner (SD), Milton Miller (R), Donald Pearce (SB), Lowry Pei (SD), Anne Pidgeon (SB), Joseph Riddel (LA), Paul Skenazy (SC), John Solomon (SC), Gardner Stout (B), Peter Thorslev (LA), Marshall Van Deusen (R), John Waterhouse (SD), Donald Wesling (SD), Karl Zender (D).The first session, on the morning of November 14, was a joint meeting with the English Councils of the State University and Colleges and the California Two Year Colleges. Edward Wnike, Chairman at California State College at San Bernardino, presided. Besides general discussion, presentations on recent developments and specific problems were made by representatives from selected campuses of the three systems: California State College at Sonoma, UCLA, Los Angeles Valley College, California State University at Sacramento, UCD, UCB, California State Polytechnical University at Pomona; Moorpark College, UCSB, and California State University at Northridge. Ronald Freeman (UCLA) spoke briefly about the Bay Area Writing Project, Ted Hornback (Sacramento) stressed the need to encourage the appointment of a Professor of English to serve on the Ryan Commission, Gertrude Fujii (Los Angeles Valley) asked the help of the four-year colleges in preserving lower-division composition requirements and courses, and Phyllis Brooks (UCB), in response to Professor Fujii, explained the new Berkeley Letters and Science regulation that transfer students must have satisfied the composition requirement before admission. A liaison committee composed of members from the three systems was appointed. Those representing UC on this committee are Ronald Freeman (LA), and John Waterhouse(SD).
In the afternoon the U.C. Council broke into three sub-groups. Marshall Van Deusen (R) coordinated a workshop of Graduate Advisers, Ronald Freeman (LA), a meeting of Directors of Composition, and Peter Hays, a meeting of Department Chairmen. Information about these meetings may be obtained by writing directly to the coordinators.
On Friday morning the U.C. English Council met and passed the following resolutions:

1. Resolved, in the interest of continued exchange of information and united action on professional matters of mutual concern, that we formally create a University of California English Council that will meet at least once a year, at sites to be determined annually. The official membership of the Council will consist of the chairman, graduate and undergraduate program directors, freshman composition and Subject A directors from each of the eight campuses with English (or Literature) programs, or surrogates delegated by their departments to represent the individuals named above; other department members are also invited to attend Council meetings. There will be an executive board charged with scheduling and coordinating the annual meetings. The board will consist of five officials, representing chairmen, graduate studies, and regular composition programs and Subject A, including representation from both north- and south-state campuses. The board will nominate its own chief officer.

2. The U.C. English Council strongly supports the Bay Area Writing Project and calls upon administrators of the various levels of education to consider similar initiativesin their areas.

3. The Director of Subject A at UCB should be added as a Director to the Bay Area Writing Project as the person most immediately concerned with the relationship between high school and university writing preparation. (Forwarded to Jim Gray)

4. The U. C. English Council supports the maintenance of existing writing requirements and the development of writing courses at all undergraduate levels.
Yes 15, No 0, Abstain 6

5. The U.C. English Council urges that credit should not be withheld from courses labeled Subject A when these courses meet the normal criteria of the Committees on Courses.
Yes 19, No 2, Abstain 1

6. The U. C. English Council endorses recent academic and administrative committee recommendations that the University abolish the fee charged students enrolling in Subject A courses.

7. Be it resolved that the U. C. English Council maintain liaison with the composition components of the two other English Councils.

8. Whereas the term of Jack Conner on the Commission on Teacher Accreditation and Licensing expires in November
And whereas the discipline of English should be represented on the Commission,
Therefore, be it resolved that the U. C. English Council urges the appointment of a qualified English teacher to the Commission and endorses the appointment of William Stryker, California State University, Northridge, if Jack Conner is not reappointed.
(Forwarded to then Governor Reagan)

The following resolution was tabled:
Resolved that the University of California English Departments limit student admissions to the Ph.D. Program until such time as the professional situation warrants an increase.
No action was taken on the matter of continued and-or increased U.C. involvement in the CSU&C English Equivalency Examination.
On Friday afternoon the liaison committee met and a group of U.C. Chairmen--Eigner, Hays, Jones, and Thorslev--were guests at a meeting of the English Council of California Two-Year Colleges.
Edwin M. Eigner

GRADING STANDARDS IN FRESHMAN COMPOSITION[1]

	CONTENT	ORGANIZATION: Rhetorical and Logical Development	ORGANIZATION: Sentence Structure	DICTION	GRAMMAR, PUNCTUATION SPELLING
Superior (A-B)	A significant central idea clearly defined supported with concrete, substantial, and consistently relevant detail	Theme planned so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis · paragraphs coherent unified, and effectively developed; transitions between paragraphs explicit and effective	Sentences skillfully constructed (unified, coherent, forceful, effectively varied)	Distinctive: fresh, precise, economical, and idiomatic	Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling
Average (C)	Central idea apparent but trivial or trite; or too general: supported with concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy	Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs clear but abrupt; mechanical or monotonous	Sentances correctly constructed but lacking distinction	Appropriate: clear and idiomatic	Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling
Unacceptable (D-F)	Central idea lacking, or confused, or unsupported with concrete and relevant detail	Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, redundancy, or inconsistency; paragraphs incoherent, not unified, or undeveloped; transitions between paragraphs unclear or ineffective	Sentences not unified, incoherent, fused, incomplete monotonous, or childish	Inappropriate: vague, unidiomatic, or substandard	Communication obscured by frequent deviations from standard grammar, punctuation, and spelling

1. From Joint Statement on Freshman English in College and High School Preparation (p. 4), by the Department of English of Ball State Teachers College, Indiana State Teachers College, Indiana University, and Purdue University. Used by permission.

Equivalency Reaffirmed

REPORT OF THE AD HOC COMMITTEE ON ENLISH TESTING TO THE ENGLISH COUNCIL

The *Ad hoc* Committee on English Equivalency Testing reaffirms its report of November 15, 1973:

"The *ad hoc* committee on English Equivalency Testing unanimously recommends that the English Council continue the supervision and administration of the English Equivalency Test.

The Committee further recommeds the continuation of the present two-part structure of the examination: an essay component and an objective component.

The Committee further recommends that the choice of essay topics be left to the discretion of the committee charged with administering the examination and that the use of the *Analysis and Interpretation of Literature* be retained as the objective instrument.

Following a question-by-question analysis of this instrument and the Freshman English Test, a possible alternative, the Committee recommends continued use of the *Analysis and Interpretation of Literature* for the following reasons:

1. The *Analysis and Interpretation of Literature* has a unity of focus that the Freshman English Test conspicuously lacks.

2. Although a literature test, the *Analysis and Interpretation* calls for appropriately close textual reading rather than for specific information about a body of literature.

3. The *Analysis and Interpretation of Literature* contains fewer disputed items than does the *Freshman English Test*, i.e., questions that gave rise to objections by members of the Committee.

4. The range and variety of items makes the *Analysis and Interpretation of Literature* a truly representative literature examination.

5. The *Analysis and Interpretation of Literature* admirably complements the essay portion of the examination.

6. The inclusion of a literature component in the examination encourages the teaching of literature in the high schools.

7. The *Analysis and Interpretation of Literature* is a suitably rigorous examination.

8. The experience of the first year shows that the *Analysis and Interpretation of Literature* works for our student population: it discriminates at all levels and produces a good spread of scores.

9. As a test of literature, the *Analysis* and Interpretation of Literature seems fairer than an essay test on literature.

10. The *Analysis and Interpretation of Literature* is psychometrically sound.

The Committee recommends the official reappointment of those who administered the Examination this year. They are willing to serve; and can bring valuable experience to the job.

The Committee further recommends that the practice of awarding a six-unit block of credit to students who pass the examination be contained and that pressures to award partial credit for passing one component be strongly resisted.

Finally, the Committee recommends that the English Council call upon the Chancellor to provide full funding for the administration of the Examination, as well as for the continued study and evaluation of the Examination."

In addition, the Committee recommends that the English Council recognize the adverse criticism of the English Equivalency Examination and consider making a formal response:

1. To the charge that the test offers six units of "cheap" credit, the Committee recommends no formal response beyond the annual report on the *California State University and Colleges English Equivalency Examination* (1974) prepared by Edward White That this charge is without foundation is made abundantly clear by that report.

2. To the charge that the standards for passing the test are too high and that as a result too few candidates receive credit, the Committee recommends a formal response in which the English Council

A. Recognizes that the grading standards for the English Equivalency Examination are more rigorous than those used for final examinations in freshman English in the System of California State University and Colleges.

B. Further recognizes that the symbol system used in grading final examinations in freshman English is affected by a variety of elements absent from the grading of the English Equivalency Examination, including the personal knowledge on the part of the instructor of a given student's work throughout a semester and the recognition and rewarding of students' progress.

C. Further recognizes that since the system of California State University and Colleges employs no such screening device as the Subject A Examination used by the University of California and does not fund instruction at the remedial level, all freshman compostion students, regardless of level of competency, are forced into a single course of instruction. The existence of various levels of student competency, the inadequacy of preparation of students by the secondary schools of the State, and the large size of composition classes all contribute to the difficulty of maintaining grading standards in our freshman composition program.

Finally, the Committee recommends that the English Council support the standards used in grading the English Equivalency Examination as the standards of the profession and request that the Office of the Chancellor and the State Legislature provide funding to allow the use of similar standards in our freshman composition program. such funding should provide for

1. The use of a screening process involving an instrument similar to the Subject A Examination.
2. Remedial programs in English with particular regard to the needs of minority students
3. Reduction of the size of freshman composition classes.

AD HOC COMMITTEE ON ENGLISH TESTING:

James Clark
California State University, San Jose
Clifford A. Josephson
California State University, San Francisco
Vernon T. Hornback
California State University, Sacramento
Lennis C. Dunlap, Jr
California State University, Chico

Resolution On Articulation

Whereas, there exists no formal means of exchanging information regarding English programs among Departments of English in the state;

whereas, formal articulation agreements are presently exchanges concerning admissions officers and advision counselors almost exlusively;

whereas a need presently exists for program and course descriptions to be exchanged between all Departments of English in the state;

therefore be it resolved, that a joint committee of the English Councils of the California Two-Year Colleges, of the California State University and Colleges, and of the University of California be created in order to facilitate articulation of programs among the Departments of English in the State of California;

and be it further resolved, that the executive board be empowered to initiate steps to constiture such a committee, to communicate with other segments to implement such an objective, and in addition that it be empowered to make decisions in the determination of the membership of the joint committee.

November, 1974

Composition Taskforce

After the fall meeting of the CSU&C English Council, *Inside English* received from Douglas Taylor, Council Vice President, a copy of their 'Resolution on English Composition." It was this resolution which prompted Governor Jerry Brown to remark, in a recent state Board of Trustees meeting, "What the student of English needs is not more Task Forces, but more taskmasters." As of now, the fate of the resolution waits on God.

Mr. Taylor's covering letter reads as follows:

As you are no doubt aware, literacy is a quality in students which the faculty can no longer automatically assume. Composition instructors in our system are confronting more and more students who are not equipped to read and write. As a result, teachers of composition face a moral dilemma. Colleges admit students who lack language skills then place them in "college level" composition courses. Such courses usually enroll twenty to thirty students per section. Remedial, or developmental, composition courses are discouraged. In some cases academic standards deteriorate. In others, ill-prepared students, who have been convinced for a time that they are able to succeed at college, are failed out of our institutions.

This dilemma concerns us all How can we best insure that students in our colleges are in fact literate? The English Council feels that the following resolution defines a way to begin answering that question:

RESOLUTION ON ENGLISH COMPOSITION

Be it resolved, that the English Council of the California State University and Colleges urges the Board of Trustees to appoint, in consultation with the English Council, a Task Force on English Composition whose charge will be to recommend programs and means of achieving the quality of literacy consistent with college expectations;

be it further resolved, that the inquiries of the Task Force shall include, but shall not be confined to, such matters as (1) the English Composition requirements in the General Education provisions of Title 5, (2) programs in testing and remediation, and (3) levels of support and staffing ratios appropriate to programs in English Composition.

***Inside English* is sent, without charge, to all English teachers in California two-year colleges, and to all four-year English departments in the state. If you wish to go on our mailing list,**

see page 2.

Book Reviews

The Comedy Of Survival

Studies In Literary Ecology

By Joseph W. Meeker

Published by Charles Scribner's New York

"This book is an exploration of the possible correspondence between the cultural creations of mankind, especially literature, and the requirements of a balanced natural ecology." This modest proposal, from *The Comedy of Survival* by Joseph Meeker, elicits a modest yawn from a reader who might now expect to be treated to a series of parallels between the threat of DDT to the brown pelican and Whittier's *To a Waterfowl* and other such examples. But *caveat lector*. Another "modest proposal" began disarmingly, too.

Professor Meeker continues: "Much that has been loved and admired by a humanistic culture is unfortunately incompatible with biological stability. It is not misanthropic to criticize such noble traditions as literary tragedy and humanism which have flattered the human ego while jeopardizing the survival of our species. Deep admiration for the unique creations of human art and thought justifies my hope that mankind and civilization will persist. That hope, it appears, can be realized only if many other forms of life thrive as well. If cherished human traditions have led to damage of the world, then those traditions must be revised."

The full implications of this thesis, amply developed in the following chapters, invite no less than a complete revamping of a value system that has been held for more than two millenia to be man's and-or God's noblest creation.

The present environmental crisis, which Meeker sees as only the latest manifestation of a long tradition of apocolyptic in the West, is accepted without undue demonstration. "Ecological disaster promises to undermine human life and perhaps the conditions required by all life, not merely this or that political state, ideology, or religious tradition. Its potency is more frightening than that of biblical floods or famines because it is the product of concerted human intentions over the past six thousand years of cultural history. No vengeful deity is punishing mankind for wrongdoing; instead we seem likely to destroy ourselves by succeeding at what was always before thought to be right and good." Nor are we brought to this precipitous situation by man's technology, because "engineers only perform what philosophers and artists have determined to be good and desirable." It is our biblical and classical heritages that have provided the religious and philosophical ground for the exploitation of the environment. Hebrew and humanist traditions alike have taught us that man is a creature apart from the rest of the natural world, which exists for his benefit. His nature, his proper activities, his ethics are defined by principles that have their source beyond this world, and those principles assure him that he is the central care and concern of all forces in the cosmos. Such were the teachings of the Hebrew prophets, whence they descend to be the substance of our dominant religious tradition today. In Greece the poets (including Plato) enshrined the same view of life in their tragedies and epics and gave us our humanist tradition. From these we have built our ideals of the perfectibility of man, honor, patriotism, justice, fairness, and the whole range of values that confirm the flattering view of man as nature's summit and the darling of the gods. But all such flattering ideals divert man's attention from the real necessity of seeing man as one species among others, as a functionary rather than as a beneficiary in an eco-system that demands his cooperation rather than his exploitation. In the long view man's undeniable superior intelligence may turn out to be, in genetic terms, a lethal factor and his idealism a fatal misdirection of his intellect.

The book's title derives from Meeker's contrast of the tragic and comic modes of life. The tragic hero is one who refuses to be bound by the unnatural morality that is imposed on us by the powers that rule--the name may be fate, destiny, love, God, justice, supreme intelligence, or nature. 'Tis all one, and it is all unnatural, i.e., above nature. The tragic hero assaults or defies that power and its rules. He acts on the assumption of his own importance in the world and demonstrates by his failure that such powers do indeed exist. Such heroes are not exemplars partly because they are sinners, but also because they are unique and inimitable. But because we admire their spirit and pity their suffering, they reinforce the context of values within which we view them.

This tragic view of life assumes that man exists in a state of conflict with powers greater than he and these forces somehow determine his welfare or his suffering. The comic mode, on the other hand, accepts the world as it is and does not strive to remake it closer to the heart's desire. The comic hero (if such an oxymoron be acceptable) does not see the world as his oyster, nor does he plan to assault things as they are and bring them to heel. His is a defensive strategy. He is not concerned with morality or great ideas other than survival. To survive he adapts himself to the world.

"Comedy demonstrates that man is durable even though he may be weak, stupid, and undignified. As the tragic hero suffers or dies for his ideals, the comic hero survives without them. At the end of the tale he manages to marry his girl, evade his enemies, slip by the oppressive authorities, avoid drastic punishment, and to stay alive. His victories are small, but he lives in a world where only small victories are possible. His career demonstrates that weakness is a common condition of mankind that must be lived with, not one worth dying for. Comedy is careless of morality, goodness, truth, beauty, heroism, and all such abstract values men say they live by. Its only concern is to affirm man's capacity for survival and to celebrate the continuity of life itself, despite all moralities. Comedy is a celebration, a ritual renewal of biological welfare as it persists in spite of any reasons there may be for feeling metaphysical despair."

This contrast between the tragic and comic modes is pursued and developed at length in one of the best chapters of the book, "The Pastoral and the Picaresque." "These terms," says Meeker, "are commonly applied to conventional literary genres, but both also identify modes of human behavior and systems of human values." And ultimately, if we are to survive, we must abandon the idealism of the pastoral tradition and adopt the pragmatic survival strategy of the picaro.

Professor Meeker does not shirk the question of what to do with our displaced idealism. In his chapter "Ingredients for an Environmental Ethic" he explores possibilities, but avoids dogmatism. For example, he closes his short section on sex with the observation: "If we were to devote our efforts to discovering what the sexual and mating needs of our species in fact are, rather than trying to enforce what we think they *should be*, perhaps we would begin to discover forms of sexual behavior that would both satisfy us and assure the successful survival of our kind. . . ."

All this revamping, however, is more than a defensive technique of survival. It will call on man to strain his creative and scientific powers. "It is a principle which might well provide the foundation for a new and imaginative environmental ethic, as it did for Mann's Felix Krull: 'He who really loves the world shapes himself to please it.'"

Literary and even literate people are fond of such self-flattering observations as "the pen is mightier than the sword." History undoubtedly justifies such a view, but principally when the view is taken from the vantage point of retrospect. That is, ideas do prevail, but for the most part only at long last. New ideas, in the current idiom, have to wait until their time is come. Conventional and traditional wisdom prevails until events prove its bankruptcy and force the acceptance of the new. Until then the new ideas languish, despite the skill and ardor of their presentation. I should venture that not until our present environmental crisis begins to hurt more than it does now will the presentations of Meeker and Commoner and others of their prophetic insight come to the fore. Until then they are more than likely to suffer the common fate of seers: being dismissed as doomsayers, viewers-with-alarm, and, and latter-day Cassandras.

Harold Harris

The Publish-It-Yourself Handbook

By Bill Henderson

The Pushcart Press, New York

Most of us are writers of one sort or another, and certainly we are aware of the difficulties that face us when we try to crack the impenetrable walls of the publishing industry. English professors, along with the rest of the depressed and discouraged legions of unpublished and unrecognized writers of America, have long tried to discover innovative methods for turning their manuscripts into books. Only a few have been successful. How did they do it? Buy or borrow a copy of *The Publish-It-Yourself Handbook* and you you will instantly be privy to many of the secrets of these persistent and accomplished writers.

Bill Henderson's anthology of articles about self-publishing is a rare find. In the tradition of the contributors to the *Handbook*, the anthology is concrete evidence of the publish-it-yourself process. It is bound and printed in an economical, non-commercial format. The copy was "set" on an electric typewriter (with unjustified margins), and the book was reproduced by a small, independent printing shop. The result is not artistic, but it is easily read.

The Handbook consists of a rather comprehensive introduction which reviews the history of self-publishing followed by twenty-nine articles about the experiences of writers *and* publishers. *The Handbook* is a varied and extensive source of information. The introductory remarks by Henderson are terrific stimuli for any of us who have lost the initial motivational impetus that sent us back to our typewriters each day with dogged regularity. Somehow it is very reassuring to find out that Stephen Crane, Mark Twain, Upton Sinclair, Jack London, Ezra Pound, James Joyce, Anais Nin and a host of other accomplished writers are or were members of the self-publishing fraternity. When one realizes that quality is not a guaranteed ticket to prestige and recognition in the world of letters, it becomes easier to trudge back to the office to write and revise the latest story or article. And the thought of Mark Twain and Edgar Poe struggling to get their works into print makes our current "impossible obstacles" appear less formidable.

I would be less than candid if I said that the *Handbook* is a continuous source of optimism, however. Luke Walton's very funny article about his "great American novel" clearly underlines the fact that self-publishing can be both difficult and costly. Luke's novel, *The Galapagos Kid*, cost him $10,873.50 to produce. This total, which was not recouped from hardback sales, included $2,500 for printing, $4,000 for advertising, and $1,500 in psychiatrist fees. Happily Luke's rather depressing commentary is followed by an editor's note which announces that *The Galapagos Kid* has finally been published as a Pushcart Paperback.

Because I lean toward fiction, I concentrated on the selections in the *Handbook* that dealt with "my" genre. But there are some fine articles on non-fiction and children's literature as well. In the end, one is left with a somewhat ambiguous impression. It is quite apparent that self-publishing is a viable avenue for many writers who do not have the proper connections to break into the conventional publishing fortresses. *The Handbook* is convincing on that point. Yet the agonies of those who contributed to the anthology are sufficiently numerous and tangible to give those of us who are considering the possibilities of do-it-yourself publishing some second thoughts.

If you feel that you are one of the strong-willed exceptions who can buck the trends, then this excellent handbook is for you. And if you are a bit short on will-power, you will enjoy the *Handbook* for a different reason. It will serve as an excellent source of fuel for your blazing rationale: indeed, publishing-it-yourself is a very difficult and costly undertaking.

R. Booth

Politics And The Abuses of George Orwell

Dear Editor:

When he wrote about writing, one of George Orwell's most urgent demands was for clarity. Another was for honesty. In fact, he saw the two as inseparable in and indispensable to civilized man. And, to the end of showing how one might work to rid oneself of the deceit and shabbiness of badly written prose, Orwell subjected contemporary writing--including his own--to the most severe scrutiny.

I wonder, then, what he would do with the gross distortion of his famous "Politics and the English Language," as it was tailored to fit the peculiar needs of those who favored "The Students' Right to their Own Language," on page two of *Inside English* (Fall, 1974), the journal of the English Council of the California Two-Year Colleges. Not only was the quoted portion of his essay cruelly doctored to make it fit the "Students' Right" thesis, but the article itself gave the impression that Orwell was chiefly interested in letting every writer do his own thing, both of which seem to me willful misreadings of a man who spent much of his life trying to convince people of the disastrous effects of sloppy and lazy and dishonest prose.

Orwell Abused

The defense of the English language....has nothing to do...with the setting up of a "standard English"....nothing to do with correct grammar and syntax, which are of no importance so long as one makes one's meaning clear....or with having what is called a "good prose style".

Orwell

But all these are minor points. The defense of the English language implies more than this, and perhaps it is best to start by saying what it does *not* imply.

To begin with, it has nothing to do with archaism, with the salvaging of obsolete words and turns of speech, or with the "setting-up of a "standard English" which must never be departed from. On the contrary, it is especially concerned with the scrapping of every word or idiom which has outworn its usefulness. It has nothing to do with correct grammar and syntax, which are of no importance so long as one makes one's meaning clear, or with the avoidance of Americanisms, or with having what is called a "good prose style." On the other hand it is not concerned with fake simplicity and the attempt to make written English colloquial. Nor does it even imply in every case preferring the Saxon word to the Latin one, though it does imply using the fewest and shortest words that will cover one's meaning. *What is above all needed is to let the meaning choose the word, and not the other way about.*

However, rather than expand on the many instructive ironies of this mis-use of Orwell, I propose simply to let the two exhibits speak for themselves: first, Orwell, as re-written by the author of the *Inside English* article, and second, Orwell, as written by Orwell. It should be remembered that the passage quoted is preceded in Orwell's famous essay by nine pages of detailed study of five examples of what he called bad English. That fact itself should make suspect the use to which the *Inside English* author attempted to put the Orwell excerpt.

The same mail delivery that brought me *Inside English* also brought an announcement by the NCTE Committee on Doublespeak, expressing that Committee's interest in choice examples. I promptly sent the Committee a copy of the sample provided by *Inside English's* use of George Orwell.

D.L. Emblen
Santa Rosa Junior College

In reply:

I will accept the letter of Mr. Emblen's reprimand; I heartily reject the spirit.

My thesis was that "composition" should be so broadly defined as to allow any dialect. I included Orwell because all of his "examples" write in the proper dialect, but badly. Mr. Emblen is correct in observing that Orwell sharply distinguishes critical from imaginative writing and that he surely would not have approved of the CCCC resolution. Since I had put Orwell in opposition to the insane goals advocated by Simon Ramo, I felt my use of "Politics and the English Language" would be clear.

But it wasn't, and I stand corrected. However, I fail to see how Mr. Emblen can divine my motives or those of the CCCC. Did he read the CCCC'S Special Issue? What devil theory prompts such a tone as his?

Jim McCormick, Editor

CCCC Special Issue

Additional copies of the CCCC's special issue "Students' Right to Their Own Language" are available for $.75 each; 20 or more, $.50 each; 100 or more, $.35 each. Request Stock Number 27624 from Order Department, NCTE, 1111 Kenyon Rd., Urbana, Illinois 61801. Payment must accompany orders of less than $1.00; a $.60 billing charge will be added to all billed orders.

Poetic Competition

(Extramural)

In this space each issue, *Inside English* will publish the best poems it receives in a competition announced in the previous issue. To limit the number of entries to an amount the staff can handle, we are asking that *each department send only one entry.* In keeping with the spirit of frivolity appropriate to Spring, our first contest invites you to test your powers with the humble limerick.

Here are the rules:

1. The poem shall be an original limerick.
2. It shall pertain to the season of spring.
3. Each department of English may use any means it wishes to determine its entry. (Will chairpersons please take the initiative?)
4. The poem should appear alone, typed and unsigned, on a single sheet of paper. For a cover sheet use college letterhead and give the author's name.
5. Deadline: April 30, 1975.

Though not on spring, here is a little limerick to throw down, as it were, the gauntlet:

Said Al to his gal Belle Le Tristic,
"My limericks will prove I'm artistic."
Bella's response though
Was "Skip it, Alphonso;
Your forte was never linguistic."

IT'S FUNDAMENTAL!

STUDENTS THAT ARE DEFICIENT IN THE BASIC SKILLS OF SPELLING AND READING ARE UNLIKELY TO BE SUCCESSFUL IN EITHER TRAINING OR EMPLOYMENT. NONE OF US HAVE ANY OVERNIGHT SOLUTIONS, BUT McGRAW-HILL OFFERS TWO NEW, TESTED WAYS OF REACHING THESE STUDENTS:

READ TO SUCCEED PREVIEW ☐
Jane Bracy
Marian McClintock
Florissant Valley C.C.

Six units emphasizing work attack dictionary use, vocabulary, and comprehension skills through written exercises with audio support.

To be published February, 1975
Worktext $5.95
Audio Cassettes (two) $29.95 net

SPELLING: PATTERNS OF SOUND PREVIEW ☐
Odette P. Sims
Modesto Junior College

Four units presenting an unusual approach to spelling skills through emphasis of the relation between sound and spelling.

Published January 1974
Worktext $3.95
Audio Cassettes (fourteen) $200.00 net

PREVIEW SETS AVAILABLE FROM YOUR REGIONAL OFFICE. WRITE NOW FOR EXAMINATION.

Name_____

Position/Affiliation_____

Address_____

City_____ State_____ ZIP_____

Gregg/Community College Division
In touch with reality
8171 Redwood Highway, Novato, CA 9[illegible]